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ABSTRACT

Designed for students visiting the Lee County (Florida) Justice Center, this document contains activities to help students learn about their community by experiencing it for themselves. Prior to visiting the Justice Center, students are divided into four groups, each of which is assigned the task of gathering information on different aspects of the Justice Center. Data sheets for each of the groups (Physical Environment, Procedures and Processes, Sociology, and Technology/Careers) are included. A self-inventory on jails and prisons also is included. This publication provides teachers with ideas for developing study units that can be used in exploring their own communities. (DB)

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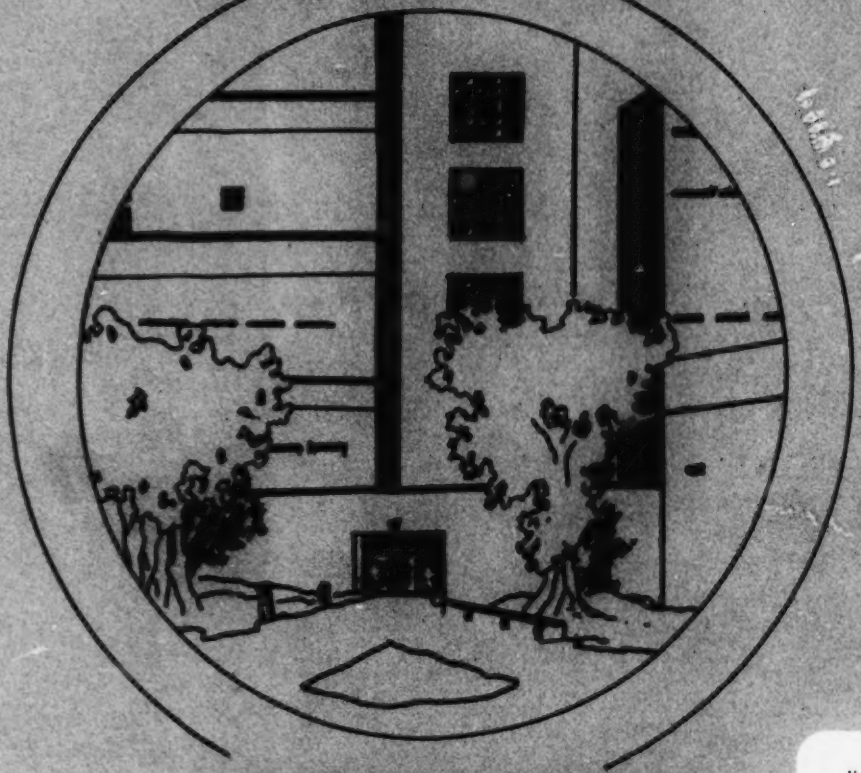
LEE COUNTY JUSTICE CENTER



A COOPERATIVE PROGRAM

LEE COUNTY SCHOOLS

LEE COUNTY SHERIFF'S DEPARTMENT

and

SCHOOL RESOURCE OFFICER PROGRAM

U.S. DEPARTMENT OF EDUCATION
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FIELD TRIP TO LEE COUNTY JUSTICE CENTER

A UNIQUE LEARNING PLACE

Self-Inventory on Jails and Prison:

1. What are the key reasons we in society have jails and prisons?

_____

_____

_____

2. Who pays for the "keep" of people in jail?

_____

3. What is the difference between the Lee County Jail in the Justice Center and the Lee County Stockade and the Juvenile Detention Center on Ortiz Ave.?

_____

_____

4. How do you feel about people in jail?

   (a) Their life in jail should be comfortable.

   (b) Their life in jail should be hard without privileges.

5. Check the statements that are closest to your opinions.

PRE	POST	Prisoners should:
___	___	-be given a chance to exercise and go outside everyday.
___	___	-be kept locked in their cells most of the time and allowed in their cell block commons a few hours per day.
___	___	-have their own TV.
___	___	-have no TV.
___	___	-have visitors during certain hours.
___	___	-have visitors once a month or less.
___	___	-have plenty of books and magazines to read.
___	___	-be very limited in the books and magazines they can have.
___	___	-be made to work everyday.
___	___	-volunteer for work they want to do.
___	___	-be locked in cells with up to four other people.
___	___	-be locked in individual cells.
___	___	-have some time for privacy (sometimes be alone, out of view, to write, sleep, shower, etc.).
___	___	-have no privacy (always be visible to a guard).

PRE POST Prisoners should:

___ ___ -be able to choose their food from choices in the cafeteria.

___ ___ -eat what's given to them in their cell block.

Jail should:

___ ___ -make people feel they are being punished for breaking the law.

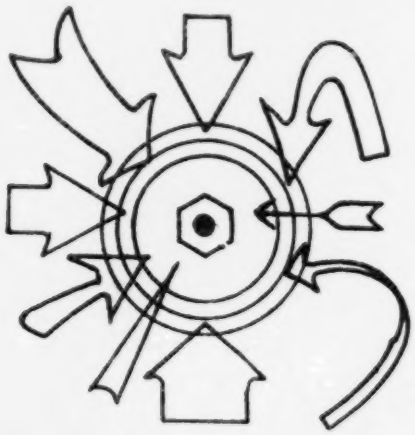
___ ___ -keep people out of society while they gain new skills and attitude changes that will help them be productive citizens when they get out of jail.

LOOK OVER YOUR RESPONSES. WHAT ARE THE BACKGROUND SOURCES OF YOUR KNOWLEDGE REGARDING JAILS? _____

_____

NOW JOIN IN A GROUP WITH TWO OR THREE OTHER STUDENTS AS ASSIGNED BY YOUR TEACHER AND: COMPARE YOUR RESPONSES;

AS A GROUP, DISCUSS YOUR FEELINGS AND BELIEFS ABOUT WHAT JAIL IS REALLY LIKE.



"SPONO MONO" - Spontaneous Monologue - Individual Activity

COMPLETE THIS ACTIVITY:

1. Sit quietly.
2. Close your eyes and imagine what it is like to walk into prison as a first time convicted felon.
   - Imagine how it feels to live in a cell, to eat prison meals, to get used to prison routines, to live with people convicted of murder, rape, robbery, assault, extortion, and theft.
   - How does your life feel?
   - What do you see? Hear? Smell?
3. Now, on the bottom of this sheet, write for 5 minutes whatever flows into your mind. Do not worry about your grammar or spelling on this assignment. Just write what comes to your mind as fast as you can.

KEY WORDS AND TERMS USED AT THE JUSTICE CENTER:

1. Assault
2. Arraignment
3. Bond
4. Booking
5. Cell
6. Cell block
7. Control console
8. Corrections officer
9. Extortion
10. Felon
11. Jail
12. Justice
13. Line-up
14. Prison
15. Privileges
16. Restricted zones
17. Security
18. Society
19. Sociology
20. Stockade
21. Strip search
22. Trustee

AN INVESTIGATION OF THE LEE COUNTY JUSTICE CENTER JAIL

The class will be divided into groups of about twenty (20) students each after getting off the school bus and entering the Justice Center lobby.

Once you are formed into your tour group, you will be assigned a special topic about which to gather information on the tour so that you can share that information with the class when you get back to school. Thus, during the tour it is very important that you get answers to all the questions your topic sheet asks. If the officer leading the tour does not give the information you need to answer the questions, it is your job to politely ask the officer questions that will help you get the information.

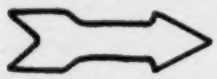
The four topic information gathering groups are:

1. PHYSICAL ENVIRONMENT - The task of this group is to gather information on the life and operations support systems of the Justice complex. Food, water, waste materials, energy, people, vehicles, gas, electricity, information, communications, light, heat, clothing, and money all flow in and out of the complex. This group must gather all the information possible to trace the main pathways of the flow of each of these resources into and through the Justice complex and back out again.

   Life Support Systems

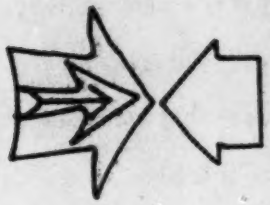
2. PROCEDURES AND PROCESSES - The task of this group is to watch and listen to how the Sheriff's Department has set up procedures and processes that are designed to protect the officers and people working in the Justice complex, the prisoners, and the public. Their basic question is how is the jail run and what are the main pathways a prisoner follows from the time he/she enters the jail for booking until he/she is released or transferred from the County Jail.

   Safety and Efficiency



3. SOCIOLOGY - The task of this group is to collect information on how people operate in the Justice complex and how the three basic levels of human needs are taken care of in the Justice complex for prisoners and the people working in the jail. The three levels on which information must be gathered are:

Interrelationships Among People



(1) survival needs - food, shelter, water, clothing;

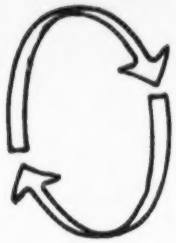
(2) psychological needs - personal feeling of safety, communications with others, recreation opportunities;

(3) intellectual needs - ways of productively keeping their minds alert, active, and learning.

4. TECHNOLOGY/CAREERS - The task of this group is to gather information on computers, air handling system, new communication systems, electric locks, cameras, and other devices that are used in the prison to help it run more efficiently at less cost and with better service for prisoners and corrections staff. This group is also responsible for gathering information on careers and jobs at which people in the Justice complex are working.

Each topic group will be represented by one-quarter of the students on any tour group. Students will gather information on their assigned topic, and then share and compile the information with other students who had the same topic, when back at school.

Each student topic group will then teach the rest of the class what they learned about the Justice complex jail system from the view of the topic they were assigned. Drawings, charts, skits or creative dramatics, overhead transparencies, and other means in addition to just telling others of the gathered information, are very helpful in the teaching process for the class.



PHYSICAL ENVIRONMENT DATA SHEET

Energy into the complex

- How is fresh air provided in the jail?

_____

- Do prisoners ever get outside fresh air?

_____

- Where does the drinking water come from to the Justice Center?

_____

- Where does the food come from to the Justice Center?

_____

_____

- How much does an average prison meal cost?

_____

- Where do the prison's wastes go?

  Sewage - _____

  Garbage- _____

- What forms of energy come into the Justice complex? How are they used?

  Solar _____

  Electricity _____

  Gas (propane) _____

  TV _____

  Radio _____

  Food _____

  Light _____

  Heat _____

  Information/Books/Letters _____

  Money _____

(over)

- How are prisoners protected from suffocating in a fire?

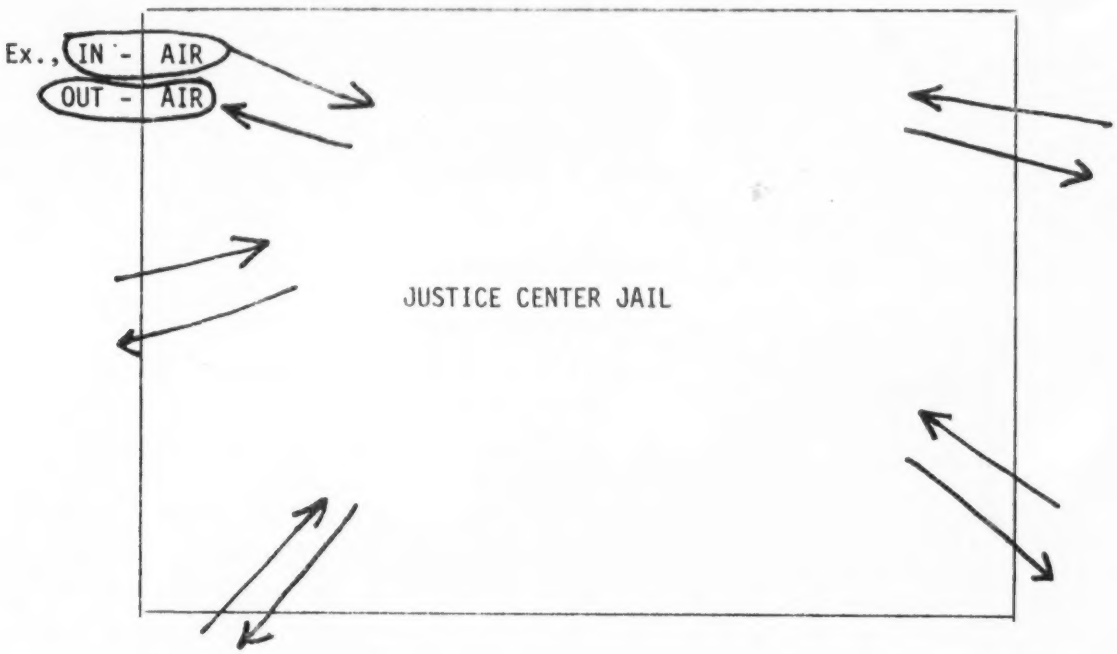
_____

- What happens in the prison if electricity and water fail in a storm?

_____

- Draw a diagram to show <u>all</u> the things you can list that come into the Justice complex and all the things that go out. The rules of Science say that what goes in must equal what comes out. How is this true in the Justice complex? _____

_____



<u>Add as many IN and OUT arrows as you can and label them</u>.

PROCEDURES AND PROCESSES DATA SHEET

Your first task is to keep track of the pathway or each step a person who has been arrested goes through as he/she is processed through the Justice Center. Then keep notes on all the ways prisoners are moved through the jail; how the officers work to keep prisoners from escaping, hurting themselves or others; feeding prisoners; providing time for recreation; moving in and out of doors and cells; providing medical attention when needed.

Pathway Notes - how a prisoner is processed through the jail complex.

ENTER -------- 1st stop

- What happens to the personal belongings of prisoners when they enter jail?

_____

- What procedures do guards use to prevent escapes?

_____

- How often do prisoners eat? _____ What times? _____
- How often do prisoners take a recreation period? _____

  Where? _____
- How often can prisoners have visitors? _____

  Where? _____ Do they see visitors? _____

  How long can a visitor stay? _____

(over)

- Are children allowed to visit parents in jail? _____
- If a prisoner is sick, how is he/she taken care of ?

_____

- Are prisoners allowed to have money in jail? _____ How much? _____

  What can they spend it on? _____
- Can prisoners have books, magazines, games provided by their family and friends?

_____

- How long are prisoners locked in their cells each day? _____
- How often do prisoners shower? _____

  How are showers controlled? _____
- Can prisoners use the telephone? _____ How often? _____
- Are prisoners permitted to watch television? _____

  When can they watch TV? _____

  How are TV programs decided? _____
- How are prisoners who do not follow the rules punished in jail?

_____

- How many changes of bed linens and clothes do prisoners get each week?

_____

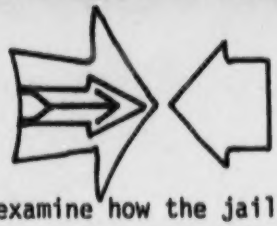
- Who does the laundry? _____
- Who keeps the jail clean, prepares food, washes dishes and clothes?

_____

- Are guns or weapons allowed in the prison building? _____
- Are some prisoners allowed to work at "trustee" jobs outside the jail complex? _____
- Do all prisoners work at jobs inside the jail complex? _____
- What is the difference among the Justice Center Jail, the Stockade, and the Juvenile Detention Center? _____

_____

_____

SOCIOLOGY (PEOPLE STUDY) DATA SHEET 

Your responsibility is to try to examine how the jail procedures, the physical environment, and the interrelationships among people are designed to shape the feelings and attitudes of both prisoners and the corrections staff working at the Justice Complex Jail. Record how you think the person in jail must feel in different situations which they face in jail life.

How do you think officers feel?

_____

_____

_____

- Explain the booking procedure. _____

_____

- Is everyone who is booked in the jail searched? _____

  Are all prisoners strip-searched? _____ Why, how, and where is this type of search conducted? _____

_____

- How are victims, prisoners, and officers protected in the line-up room?

_____

- How is the arraignment or bond hearing designed for the judge, the officer, the person arrested, and family and friends? _____

_____

- How do you suppose the prisoner feels when all his/her personal property is taken, inventoried, and checked in safe deposit boxes?

_____

- How are first time offenders treated differently than repeat offenders, or those who have committed violent crimes? _____

_____

- Are men and women treated differently in the jail complex? _____

(over)

- Do prisoners get privacy in cells or shower areas? _____

- How do prison rules allow for people of different abilities and interests to operate as individuals? _____

_____

- How do you think a jailed person feels about:

  food service - _____
  noise levels - _____
  privacy - _____
  TV, phone privileges - _____
  recreation opportunities - _____
  visitor rules - _____
  reading materials - _____
  work requirements - _____
  the color of the jail environment - _____
  the living, eating, showering space - _____

- How many hours a day does the officer who guards inmates work? _____

- How do you think they feel? _____

_____

- Are most guards men or women? _____

- How do you feel when you hear the steel doors close behind you?

_____

- How do you feel when you think of living in a cell for years?

_____

- How does jail meet the different needs of prisoners?

  Survival needs: _____

_____

  Psychological needs: _____

_____

  Intellectual needs: _____

_____

TECHNOLOGY/CAREERS DATA SHEET

- What are the advantages of the central control room in the Justice Center Jail? _____

_____

- What does the officer monitor at the control panel? _____

_____

- How many more people would have had to be hired on the payroll if the computer system weren't used in the jail? _____
- How has the air circulation system been designed to protect the health and safety of inmates:
  (a) in case of power failures? _____
  (b) in case of fire in the jail? _____
- How has the central control system been designed to prevent escapes, and to protect guards? _____

_____

- How is the food prepared for so many prisoners? _____

_____

- Is any special equipment used? _____
- How is laundry done? _____
  What equipment is used? _____
  What is its fuel? _____
- How do inmates control temperature and flow of shower water?

_____

- How do door locks work? _____
  What happens to the locks in a power failure? _____

_____

- How does the electronic system help officers on each floor?

_____

- How has technology changed the management of inmates in the new jail as compared to the old jail? _____

_____

- How many different jobs have you observed people working at the Justice complex doing? _____
- What career opportunities and options are there in the justice and law enforcement business in Lee County? _____

_____

BACK AT SCHOOL

Form committee task groups and discuss and compile the information gathered. (30 minutes)

Each group must then prepare a way of teaching the rest of the class what they learned without just telling their information. They must blend telling with visual pictures, posters, charts, skits or creative dramatics, sound effects, etc.

After presentations and questions and answers, students should repeat the guided imagery and Spontaneous Monologue (Spono Mono) writing assignment on the back of the original Spono Mono form.

Students may then be asked to re-take their personal inventory with particular attention to whether their opinions, feelings, and knowledge of jail and prison have changed.

ADDITIONAL POST-INVENTORY QUESTIONS: (open completion for students)

- My feeling toward spending time in jail is: _____

  _____

- I think jail life is _____
- I think the jail environment is _____
- I think working as a corrections officer is _____

  _____

- This trip made me feel _____
- I feel others (should / should not) tour the jail to get an idea of what it is like.
- The thing I learned was _____

  _____

  _____

This publication is one of the teaching units in the community studies series developed by the Lee County Schools, Florida.

The community studies series is designed to assist teachers and students in learning through experience how the Lee County communities function, and the rights and responsibilities each of us shares in maintaining a healthy, productive community.

By systematically experiencing our community, students tend to see the pattern that connects the natural and cultural environment, and how each of us is an independent agent for change.

The community study instructional units have been field tested by teachers and students.

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